DOCUMENT RESUME

ED 204 657 CG 015 272

AUTHOR	Dege, Dolores: And Others
TITLE	Project BORN FREE: Video Viewers' Guide No. 8. "Colleges as Influencers."
INSTITUTION	Minnesota Univ., Minneapolis. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE	80
GRANT	565AH70023
NOTE	55p.: For related documents, see CG 015 259-273, ED 193 591-596 and ED 150 493-495.
AVAILABLE FROM	Education Development Center, 55 Chapel Street, MA 02160.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adults: *Career Choice: *Career Development: Interviews: *Nontraditional Students: Postsecondary Education: *Reentry Students: Resource Materials: School Personnel: *Sex Role: Sex Stereotypes: *Socialization: Student Problems: Videotape Recordings
IDENTIFIERS	*Project BORN FREE

ABSTRACT

This guide, part of the Project BORN FREE training series for teachers, counselors, administrators, and parents, accompanies the videotape about college experiences and influences on career socialization, including reentry and nontraditional career persons. The videotape format presents individuals from different occupations, age levels, and backgrounds talking about their lives, lifestyle, expectations, and the effects of socialization on them and their careers. Career development, sex-role socialization, the change process, and reasons for change are discussed. A videotape list, tape formats, tape sequence, field test, guidelines, and related training materials are described. Questions for discussion and an evaluation form are also included. (Author/KMF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Thanks are expressed to the several staff members who coauthored individual guides and also offered suggestions on the first one. Phyllis Kragseth and Gerri Perreault, in particular, critiqued the manuscripts and helped refine the discussion questions. Dolores Dege, Beverly Mills-Novoa, and L. Sunny Hansen were authors of the general introductory material which appears prior to discussion of the specific tape.

For her care and patience in typing the manuscript, we are especially indebted to Betty Jo Johnson, secretary in Counseling and Student Personnel Psychology.

Finally, we wish to express our thanks to the College of Education, particularly the Dean's Office, the Psychoeducational Studies Department, and the Counseling and Student Personnel Psychology Program, for their support of all aspects of Project BORN FREE; and to the Women's Educational Equity Act Program staff, without whose support this beginning effort to reduce career-related sex-role stereotyping would not have been possible.

CONTENTS

Introduction 1

Career Development 6

Sex-Role Socialization 8

Change Process 9

Why Should We Change? 10

Videotape List 12

Tape Formats 14

Tape Sequence 16

Field Test 17

Guidelines 18

Related Training Materials 24

Videotape #8 27

Read to Audience 28
Questions for Discussion 31
Videotape Abstract 40
Videotape Evaluation Form 43

References 46

Project: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The Project logo represents both the focus on expanded career options for women and men and the desire to achieve a multiplier effect through training people who will train other people, so that the number of individuals and institutions involved in BORN FREE goals and activities will increase.

Project BORN FREE's major activities have been: 1) the development and evaluation of the BORN FREE Training Packets to Reduce Sex-Role Stereotyping in Career Development and the BORN FREE videotapes; 2) consulting with fourteen nearby educational institutions, training personnel to become change agents, field-testing BORN FREE materials, and implementing BORN FREE goals within participating systems (see inside back cover); and 3) conducting a week-long National Institute to train people from 47 states, the District of Columbia, and Puerto Rico to act as resource people and implement BORN FREE goals in their home areas.

The BORN FREE videotapes were developed concurrently with the set of three training packets containing career development activities for elementary, secondary, and higher education/postsecondary educational levels. The packets are designed for staff development of teachers, professors, counselors, student personnel workers, and

administrators; for parent development workshops and meetings; and for adaptation to classroom use. (It should be emphasized that the tapes especially are intended for adult populations, 18 and over, and are not for direct student use, except at the college or postsecondary level.) Training activities; a review of literature on career-related sex-role stereotyping at the corresponding educational level; a number of reprinted articles; a "Fact Pack" of sex-role, labor force, and career development information; and an extensive bibliography are included in each packet.

The print and video materials are intended to be integrated in various BORN FREE training designs. For example, a videotape might be paired with an activity from one of the packets. The particular combination of tape and activity would depend upon the leader's intent, the target audience, and the amount of time available. Most of the packet activities can be completed in an hour, but some are designed for ongoing workshops of several days' duration. (See the "Related Training Materials" list on pp. 12-13.)

It is important in viewing any of the tapes to remember that each one is only part of the series. If one attitude, life style, racial minority, etc., does not appear in one particular videotape, it may be in another one. The entire series presents a wide variety of opinions. While a more complete picture can be gained from viewing other videotapes in the series, it was not possible to present all groups or life styles. The intent from the beginning was to present a diversity of racial, ethnic, and socioeconomic viewpoints,

but limits of budget, availability of persons, and limited studio time made this representation less comprehensive than originally planned. Also, the Project is focused primarily on educational institutions. Many of the interviewees were deliberately selected from the initial 14 pilot schools and colleges, rather than from the public at large, resulting in a heavy emphasis on education-related careers.

One viewer response which may be anticipated, especially from some minority audiences, is questioning whether concerns about sex-role stereotyping may displace concerns about racial stereotyping and minority discrimination. It is the position of BORN FREE that these are not competing problems but mutual and complementary ones. It is our hope that solutions to sex-role stereotyping may also help reduce other kinds of stereotyping, such as those of race, age, income level, or physical and/or mental handicap.

Dr. L. Sunny Hansen, Professor, Counseling and Student Personnel Psychology, College of Education, University of Minnesota, and Phyllis Kragseth, BORN FREE Media Specialist, had major responsibility for developing and editing the tape series. Dolores Dege, Project Assistant, had major responsibility for coordinating the video guides. University Media Resources was the producer, and considerable technical assistance was provided to the developers by the College of Education's Instructional Systems Laboratory. Over 130 people from a variety of backgrounds were interviewed for

the tapes. Dr. Hansen provides bridges, narration, and instructional content on all of the videotapes.

Further information about other WEEAP projects addressing the issues of sex-role stereotyping and career development may be obtained from: Women's Educational Equity Act Program, Education Development Center, 55 Chapel Street, Newton, MA 02160.

HARD COPY NOT AVAILABLE

ED204657

Project BORN FREE

VIDEO VIEWERS' GUIDE NO. 8

"Colleges as Influencers"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Tyra B. Sidberry

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by Dolores Dege, Barbara Lofgren, Beverly Mills-Novoa, and L. Sunny Hansen.

College of Education
University of Minnesota

Women's Educational Equity Act Program
U.S DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary

CG 015272

Discrimination Prohibited: No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Produced by the College of Education, University of Minnesota, under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1980, 55 Chapel Street, Newton, Massachusetts 02160

PREFACE

The BORN FREE videotapes and video viewers' guides are the work of many individuals. They probably involve more people from more educational institutions than any other aspect of the Project. They are truly the result of a collaborative effort of persons committed to reducing sex bias in career options.

A special word of thanks is due the many pilot institutions which participated in the Project, as well as to University Media Resources, which not only did technical production, but also made a substantial financial contribution through sharing some of the costs. Arnold Walker, in particular, gave considerable time and effort, as did his staff, notably Scott Constans. Dr. Richard Davis of the Instructional Systems Lab was especially helpful in providing space and technical assistance in the early stages. One person who went far beyond the call of duty in developing the tapes was Phyllis Kragseth, Media Specialist, who brought a keen sensitivity, dramatic flair, and deep commitment to the Project over the two years. Shelly Heck proved to be a creative second-year script assistant, photographer, and production assistant.

INTRODUCTION

The Project BORN FREE color videotapes are a series of nine half-hour programs in which a diverse group of people of different occupations, ages, and backgrounds talk about their lives. They discuss their life styles, the expectations placed upon them at different life stages, and the effects of conscious and nonconscious socialization upon their self-concepts, self-expectations, educational-vocational opportunities, and career decisions.

The videotapes were developed by Project BORN FREE, a two-year training and development grant from the Women's Educational Equity Act Program (WEEAP), U.S. Office of Education. The Project is designed to broaden the range of career options for both women and men. Three main topics serve as the focus for the development and training efforts of the Project: career development, sex-role socialization, and change process in educational institutions. It provides for the creation of career development training materials for educators and parents that will help to insure increased career opportunities for girls and boys, men and women, at all educational levels from kindergarten through higher education.

The shortened title of the Project, BORN FREE, is an acronym that exactly expresses the meaning of the

CAREER DEVELOPMENT

Project BORN FREE is based upon the concept of a lifelong process of career development. An assumption is made that both women and men are seriously limited in their educational, occupational, and life-style options by the sex bias and sex-role stereotyping which pervade society. It is suggested that schools and colleges at all educational levels influence career development and that the conscious and nonconscious attitudes, behaviors, and practices of educators and parents can either restrict or expand career development.

The BORN FREE materials attempt to increase educators' and parents' awareness of the influences on their own choices and options -- their career socialization -- as a means to promoting more sex-fair teaching, counseling, administering, and child rearing. Emphasis is on personalizing the problem.

The conceptual model for BORN FREE is the Minnesota Career Development Curriculum (CDC) developed and described by Hansen and Tennyson (1975) and Tennyson, Hansen, Klaurens and Antholz (1975). The CDC identified major developmental tasks or career competencies to be learned by students as they progress through school, including:

- developing and clarifying a positive self-concept
- acquiring a sense of control over one's life
- acquiring knowledge of educational, occupational, and life-style options
- acquiring knowledge of the career decision-making process
- applying management skills to life roles

The expanded concept of career and career development is integral to Project BORN FREE. Career is viewed as "a time-extended working out of a purposeful life pattern through work, paid or unpaid, undertaken and engaged in by the individual" (AVA-NVGA Commission on Career Guidance and Vocational Education, 1973). Career is not synonymous with occupation, but rather includes other roles and positions over the individual's life span. The roles of spouse, parent, homemaker, or unpaid volunteer are as important in the individual's career as the roles of secretary, mechanic, student, or telephone operator. Choosing to marry or remain single, to have or not have children, are part of one's career decisions. The emphasis, to BORN FREE people, is on choices, made freely and based upon individual talents and desires, rather than restricted by the impositions of other people or by societal expectations, prescriptions, and barriers.

The expanded concept of career assumes that educators (as well as parents) can be change agents and create more humane learning environments which enhance rather than limit students' development. Equally important is the idea of role integration -- examining work as part of one's total life style and determining its relation to family, leisure, and community.

SEX-ROLE SOCIALIZATION

BORN FREE has made a strong connection between career development and sex-role socialization. It assumes that the cumulative effects of the ways in which society socializes women and men for different roles, both through home and school, are pervasive; and that both women and men experience limits because of this socialization.

To find out what the educational and psychological literature reveals about the problems of career-related sex-role stereotyping, BORN FREE staff undertook an intensive but selected review of the literature at the three educational levels. The purpose was to document what we really know about sex differences as related to career options, especially looking at the major aspects of the CDC -- self-concepts, sense of self-direction, career information processing, and the like. We suggested a hypothesis of career socialization -- "The differential experiences and processes used to prepare females and males for the roles and choices society has defined as appropriate for their particular sex."

The three reviews of the literature provide considerable documentation for the need to reduce sex bias in career options. Results of some of the studies cited can provide powerful supportive data for the personal views expressed in the tapes. The reviews are cited in the list of "Related Training Materials" on pp. 12-13.

CHANGE PROCESS

Also important in BORN FREE is an emphasis on increasing educator and parent understanding of how change occurs in educational institutions or agencies and what they can do to promote constructive change, especially in the area of reducing the inhibitors and increasing the facilitators of career development.

Two models of change and change process are part of the conceptual base of BORN FREE. The Havelock (1973) six-step pyramid of building a relationship, diagnosing the system, analyzing resources, choosing a solution, gaining acceptance, and maintaining the innovation is part of the Project's design. The second change-process model adapted by BORN FREE is a change-agent model created by the Rand Corporation as a result of its study of 293 innovative Federal programs. The Rand Model (Mann, 1976) consists of a three-stage model of initiation, implementation, and outcome and continuation, through which the change process itself can be studied. It is used to answer the question "How can we bring about enduring change in educational institutions?" The theme of change is integrated throughout the print materials and the tapes, with the final tape devoted completely to the topic "Why Change?"

WHY SHOULD WE CHANGE ?

One of the recurring questions of BORN FREE concerns motivation for change. While Project staff are deeply committed to Project goals, many people, including educators and parents, may be threatened by the kind of change related to sex roles which the Project represents. They may rightfully ask, "Why should I change?" or "What's in it for me?" BORN FREE staff have sought answers to these questions. The best and most honest reasons are humanistic and developmental ones: 1) most parents, including educators who are parents, want options for their children, and most would rather be facilitators than inhibitors of career development; 2) BORN FREE training does offer participants an opportunity for increased awareness and meaningful personal growth (for most people, growth is a positive value); and 3) most educators are committed to the democratic values and goals of the schools and colleges in which they work -- goals such as maximizing human development and equality of opportunity. BORN FREE offers a means of achieving those superordinate goals.

The unequal numbers of women and men in certain occupations and in certain school and college subjects show the influence of socialization and expectations on career decisions. The choices and decisions people make say "men should do this and women should do that." There is a need for parents and educators to reevaluate what is fact and what is myth about sex differences, as well as to assess how what they believe about sex differences affects their attitudes, behaviors, and educational practices. Parents and educators need to appraise how they influence career options, what kinds of options they really want for their children and/or students, and what kinds of messages they give about what is OK and not OK for them to do.

The BORN FREE videotapes and related materials are designed to help in that appraisal and in effecting change. While change is being legally mandated today through Affirmative Action, the Education Amendments of 1976, Title IX, the Career Education Incentive Act, and other legislation, to many educators the more positive approach of career development and the more humane message of BORN FREE are more palatable incentives for change. It is hoped that this series of nine BORN FREE videotapes will facilitate change, by encouraging those who shape others' lives to provide more equal occupational/educational/life-style opportunities for boys and girls, women and men.

VIDEOTAPE LIST

Videotapes, training packets, and most other BORN FREE materials are available through the WEEAP Dissemination Center, Education Development Center, 55 Chapel Street, Newton, MA 02160. Information and limited materials are also available for cost of reproduction and mailing from Project BORN FREE, 139 Burton Hall, University of Minnesota, Minneapolis, MN 55455. The nine topics are:

1) "BORN FREE: A World of Options"
   An overview with four developmental themes: career expectations, socialization, choices, and changes.

2) "Men: Choices and Changes"
   The effects of stereotyping on men's lives.

3) "Women: Choices and Changes"
   The effects of stereotyping on women's lives.

4) "The Joy of Choosing"
   People of different ages and occupations, particularly men and women who have made nontraditional choices and decisions, talk about their career decisions, their hopes, dreams and options.

5) "Parenting - Three Generations"
   The parenting role discussed by young expectant parents,

by 80-year-old priest Dr. Jeannette Piccard, and by a mid-life dual-career woman.

6) "Parents as Influencers"
The emerging role of parents, present and future, emphasizing fathers' and mothers' influences and links between decisions in work and family

7) "Schools as Influencers"
Critical examples of how schools do make a difference in choices, attitudes, and options related to careers; and of what educators can do to increase students' opportunities.

8) "Colleges as Influencers"
How higher education institutions influence career socialization in subtle and not-so-subtle ways, with discussion by panels of college faculty members.

9) "Why Change?"
The reality of change discussed in relation to career options and changing roles in both work and family; and the impact of teachers, counselors, and parents on adapting to that change.

A Video Viewers' Guide is available for each of the videotapes to assist in its presentation, to promote audience understanding of the BORN FREE concepts, and to facilitate discussion in groups. Discussion questions are included in each guide.

TAPE FORMATS

Interviews. The major format used in the BORN FREE series consists of short interview statements about topics related to career development and sex-role stereotyping. Each tape deals with a specific theme based on problem analysis done by staff in participating institutions and a literature review completed by University staff (see Related Training Materials, pp. 12-13). Planning, scripting, and editing were done by the developers over the two-year period. Almost all interviews were completed in the first year. Interviews were conducted both in the studio facilities and at field sites by Project staff, mostly counselors and graduate students in counseling psychology. Due to technical problems, as well as appropriateness of content, not all taped interviews or segments could be used. Interviewees consisted primarily of students, educators, and parents from the 14 pilot schools and colleges. A few colorful persons whose career decisions were especially dramatic were also identified. Attempts were made to include individuals from a variety of racial, ethnic, and socioeconomic groups. Because of time and budget constraints, it was not possible to obtain further interviews even when the limitations within a particular tape were recognized.

To vary the format, actual panel discussions were used for some of the tapes -- a panel of women in nontraditional scientific fields, a group of community college faculty members, and a panel of history professors. In one of the tapes a simulated dialog on change, presenting one male and one female perspective, offers further variety. The tapes also include still photos and slides of several of the interviewees. A unique feature is the original music, "Born Free People," created for the series.

Narrative. Tape segments are tied together with introductions and instructional narratives. These comments attempt to teach certain principles of career development, as well as present facts about the changing roles of women and men. Some of the content is based on the literature reviews, some on the narrator's own perspective on the issues of career-related sex-role stereotyping. There is an obvious editorial message in some of the tapes, based on the human development goals of the Project. Since very few of the questions in the viewers' guides address statements made by the narrator, discussion leaders may wish to identify some questions of their own.

TAPE SEQUENCE

Although the videotapes represent developmental themes and are numbered in the order in which they were developed, it is certainly possible to vary the order in which they are shown. Users may wish to experiment with different sequences, depending on the nature of the audience and the goals and objectives of the particular course, workshop, or training design. It is not expected or recommended that all nine videotapes be shown to one particular group, especially as there are some repeated segments, e.g., in the overview tape, "BORN FREE: A World of Options."

Because "Why Change?" is a summary tape which ties together some of the themes of the previous tapes, it is probably best to show it toward the end of a serial presentation. Some tapes are geared more to specific populations, such as "Colleges as Influencers," and are expected to be used largely with the specific target groups. Feedback on the use of individual videotapes and Video Viewers' Guides, alone or in a series, will be appreciated. A sample evaluation form on page 22 is provided for that purpose.

FIELD TEST

The second-year field-test design for BORN FREE products included plans to show the videotapes in the 14 pilot schools and colleges. Because the videotape production was not completed until June 1978, such field-testing was not possible. For most of the tapes, the major field test was a first showing at the BORN FREE National Institute in the summer of 1978. Approximately 35 educators from 47 states and territories viewed each tape and gave evaluations and comments. Summaries of the initial reactions of this group are included in the section discussing a specific tape. Because of the many tasks to be accomplished in a relatively short time, only Tape No. 1, "BORN FREE: A World of Options," was completed in the first year. It has extensive evaluations. Tapes Nos. 2 and 3 had limited showing outside the Institute, and Tape No. 4 was not completed in time to be shown at all. Unfortunately, due to the limited production staff and overloaded studio facilities, it was not possible to change the tapes once they were completed. Hence, many of the excellent suggestions which came from viewers in the field test could not be implemented. Many of the critical ideas, however, have been incorporated into the viewers' guides.

GUIDELINES

The following suggestions are intended to aid the presenter in explaining the Project and its goals and in leading the discussion which might follow the videotape viewing. In general, it is assumed that a tape will not be shown in isolation, but used as part of a larger presentation or workshop which integrates the BORN FREE print and video materials and allows time for discussion.

Several factors have been suggested by Barna (1976) which, if neglected, may limit the effectiveness of the videotape presentation. They are: language differences, nonverbal influences, the existence of preconceptions and stereotypes, the tendency to evaluate, and anxiety.

Language. Language can be a barrier to understanding if the audience has meanings different from those intended for certain words used in the videotapes. Project BORN FREE has several basic definitions which may need to be presented to the audience in order to insure understanding the BORN FREE concepts. For that purpose, a section of this guide has been designed to be read to the audience before the tape is shown (see page 15). Additional related definitions of general interest are contained in each BORN FREE Training Packet.

Nonverbal Influences. Such things as space, room arrangement, and distance are important nonverbal influences. Because of the personal nature of much of the BORN FREE material, some thought as to the most relaxing method of presentation might help promote discussion. A "small group" atmosphere is possible, even with large numbers of people, if the participants are encouraged to discuss issues in groups of two to three or five to seven people. The arrangement of chairs in circular, rather than straight, rows, plus an invitation to audience members to move closer to the front of the room, rather than sit scattered about a large space, will facilitate interaction.

Preconceptions and Stereotypes. Ideas about the appropriateness of certain careers for men and for women will already exist in the minds of the audience. Personal preferences for jobs and/or life styles will affect the way each member of the audience views the content of the tapes. People will have varying degrees of familiarity with career development theory, with Project BORN FREE goals, and with the acceptability of nontraditional roles. Their diverse awareness levels will result in varying degrees of acceptance of tape content. People with traditional views may feel threatened by the content. Those with nontraditional views may be left with an unfulfilled feeling, having expected specific answers to the topic issues. Some may feel that the tapes do not speak to them because of the limited representation of people with whom they can identify.

For the above reasons, the leader should analyze the audience's readiness and awareness level beforehand in order to increase leader effectiveness, group interaction, and group awareness.

Tendency to Evaluate. The tendency to evaluate, rather than understand, means unconsciously measuring others by our own standards, expecting them to have values and beliefs similiar to our own. Most hidden bias is caused by our cultural roles. We lack understanding of others, and of ourselves in relation to others, when we expect them to be just like us. Be aware of the differences in values and beliefs and do not expect the audience to agree with all that you say. Acknowledge that you expect a continum of opinions, and be prepared to explain why you believe as you do. Being open and honest about your own beliefs and values will be a model for the type of participation desired from the audience in discussion, and will help establish trust and confidence. Sharing facts or anecdotes about your own career goals, expectations, and problems you have overcome is sometimes appropriate, if it is not overdone.

Anxiety. Anxiety about how you as a leader are performing or about how the material will be received limits the positive flow of resources. Confidence that the BORN FREE material is going to promote sex-fair attitudes and behaviors, and that leadership competence will surface if it is allowed to, will result in a successful discussion. More important than what specifically is said is the interaction with the group. Try to be flexible and helpful during

the discussion, allowing the conversation to flow freely among the members. Guide--don't direct. Adjust--don't anticipate. Personalize--don't distance. React to the moment, instead of trying to play out a preconceived script, thereby increasing leadership flexibility and effectiveness.

Group Process. The following behaviors and skills are important ones for a group facilitator to have. While this is not intended as an exhaustive list, a number of important group-process issues are provided to consider in conjunction with the content issues raised by the tapes themselves. Both process and content must be considered by the workshop leader(s) throughout the course of the discussion. The workshop leader should:

1) Model direct communication
   a) express self clearly and concisely
   b) listen attentively
   c) attend nonverbally to group members (maintaining eye contact, nodding, etc.)
   d) give direct constructive feedback
2) Facilitate interaction among group members
   a) help maintain focus of the conversation by making appropriate interventions
   b) clarify and summarize
   c) redirect comments to group members
3) Attend to different levels of group process
   a) overall group level issues (entire group)

b) interpersonal issues (two or more persons)
c) individual issues (one person)
   - observe and interpret
   - clarify individual goals

Self-Disclosure. Scanning the guides will reveal that many of the discussion questions ask the viewers to relate what they see to their own personal lives -- past, present, and future. Leaders should assess their own training and skills in dealing with intense personal disclosure. While much positive personal growth can result from sharing, there are also potential dangers if the leader does not know the group and has not had adequate training in counseling, interpersonal communication, and group process. Before beginning such discussion, leaders should emphasize that viewers should share only what they feel comfortable sharing. The amount of sharing or personalizing of the problem may depend on how long a group has been together, the trust level developed, and the context in which a tape is shown. Every person has a right to "pass" on a discussion question.

Additional Suggestions. Leave room for the option of traditional roles. The homemaker who is fulfilled by her/his career has made a legitimate choice. Emphasize that personal choice, rather than doing merely what society expects, is the key to satisfactory career development.

Realize as you work with these materials that:

1) Change is a process, not an event
2) Change is made by individuals first, and then by institutions
3) Change is a highly personal experience
4) Change entails developmental growth in feelings and skills in relation to the intervention
5) The change facilitator must function in a highly adaptive, systematic, and personalized way, if change is to be facilitated most efficiently and effectively for the good of the institution as a whole (Hall, 1977).

Be encouraging, stick to a time schedule, set standards of behavior and model them, try to maintain harmony, allow for humor, and be aware of the feelings of the group and consider them legitimate. A warmup exercise, such as "Facilitators and Inhibitors" from the BORN FREE Training Packets, may help participants gain a better understanding of what the tapes and the Project are trying to accomplish. A short summary at the end of the presentation is always helpful.

RELATED TRAINING MATERIALS[1]

The following materials are relevant to different tapes and can be incorporated in a variety of ways into various training designs.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Elementary Level, June, 1978.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level, June, 1978.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education Level, June, 1978.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level. Technical report No. 1, August, 1977

[1] See BORN FREE Products and Publications for a more complete and detailed list.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level. Technical Report No. 2, August, 1977.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level. Technical Report No. 3, August, 1977.

Evaluation of the 1977 BORN FREE Summer Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 5, August, 1977.

Evaluation of the 1978 BORN FREE National Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 10, August, 1978.

Evaluation of Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 6, May, 1978.

Evaluation of Educational Change Process in Project BORN FREE Institutions, 1977-78. Technical Report No. 8, August, 1978.

Case Summaries of the Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 7, May, 1978.

Evaluation Report on Field Testing of Color Video Cassette and Training Packets. Technical Report No. 4, August, 1977.

Evaluation Report on BORN FREE Videotapes, Training Packets, and Selected Workshops. Technical Report No. 9, August, 1978.

For Further information about the BORN FREE Project and materials, write to:

Dr. L. Sunny Hansen, Director
Project BORN FREE
139B Burton Hall,
178 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455
(612) 373-0202

VIDEOTAPE #8

The videotape "Colleges as Influencers," the eighth in the series, examines some of the problems faced by college students. It presents some of the obstacles to gaining the greatest possible personal growth and vocational rewards from the higher education experience. The tape also includes issues of faculty concern in the areas of sex-role socialization and career development. A re-entry woman who became a college administrator shares her experiences and views. Two panels of college faculty members, one two-year and one four-year, discuss a variety of ways in which colleges influence student choices and directions. They also share aspects of their own college experiences, both as students and faculty.

In the limited field-testing which was done with this videotape, the response was overwhelmingly favorable. The audience thought that the issues presented were important and that the videotape was powerful. However, they thought the title was misleading because they had expected more emphasis on students. Although students appear in the beginning of the tape, viewers perceived that the major portion deals not merely with student issues, but also with faculty issues of hiring and promoting women, and that the topic was more heavily geared toward faculty and counselors than students.

They thought the female college administrator was atypical and also discussed the role of affirmative action in women's careers. They would have liked more of the panel of junior college faculty seen talking about their effect on students.

The need or expectation of seeing more about college students in the videotape is an important concern, but so are the concerns of faculty and administration, to whom this tape is directed. The unequal numbers of men and women on college staffs perpetuate old myths about the acceptability of certain roles for women and men and so are legitimate issues that need to be raised.

It should be reemphasized that a single half-hour program cannot cover all ethnic groups, occupational levels, or life-style options. In the overall series, many varied career options are represented, but no claim is made for complete representation. The skilled leader will deal constructively with differences in attitudes about sex roles related to cultural, ethnic, and socioeconomic diversity, fully recognizing that, although the message of the videotape is universal, it will be more effective with some audiences than with others. It is believed that this videotape raises many important questions of the college experience.

READ TO AUDIENCE (OR REPHRASE IN OWN WORDS)

Project BORN FREE makes the assumption that both women and men

are seriously limited in their career choices by the sex bias and sex-role stereotyping that exist in today's society. We believe that schools and colleges at all levels influence career development, and that the attitudes, behaviors, and practices of educators and parents may either help or hinder that development. We emphasize the understanding of several concepts, the most basic one being the expanded concept of career. With the changes occurring in the lives of both women and men, and increasing awareness of the ways in which they have been conditioned to make choices based on cultural expectations, it is important to think of career as more than occupation. As people's decisions about work, family, and community are increasingly linked, the expanded concept of career assumes greater importance.

Career in this videotape series means a sequence of positions and the total sum of life roles over the life span; occupation is only one of those roles. Being a student, homemaker, parent, volunteer worker, etc., is an important part of a person's career. Career involves the decisions one makes about one's goals and how to use one's energy, time, and talents at different life stages.

Career development is a lifelong and changing process of examining the possibilities and deciding with awareness what one wishes to do in one's life.

Traditional and nontraditional are used to distinguish between career options. Traditional careers are those choices that follow

typical patterns which have been encouraged and expected, or considered appropriate for one's sex. Nontraditional careers are those choices from options dominated by the other sex and not typically chosen by one's own sex. Choices of either type can be either conscious or nonconscious.

Androgyny is used to refer to "stereotype-free" sex roles. It assumes that people have male and female characteristics within them. Androgynous people are flexible in their behavior and free to act or show emotion without worrying about being masculine or feminine. They are, instead, human.

Career socialization is the differential experiences and processes used to prepare females and males for the roles and choices which society has defined as appropriate for their particular sex. It also includes factors of race, socioeconomic level, age, or physical/mental handicap.

Resocialization is the goal of Project BORN FREE, making it possible and acceptable for men and women to choose freely from all types of careers and combinations of careers.

If we are going to help our children and/or our students to have and to make creative career choices, we must find ways to help them go beyond their socialization, to discover new patterns of behavior (May, 1975) without devaluing the beliefs of other generations or cultures, or of their peers who make traditional choices.

How would your life be different if you were a man? Or a woman? Let's listen now as real people talk about themselves and their career socialization...

QUESTIONS FOR DISCUSSION

Questions have been designed for groups with varying receptivity to the topic of career-related sex-role stereotyping. The leader may wish to use some discretion in selecting questions for specific groups. Some questions are of a general nature and are less threatening to participants, as they deal with societal views. Others are more personal, dealing with the individual's own perceptions and feelings, and may constitute a greater threat to participants. Leaders should review the guidelines, especially the section on "Self-Disclosure" (p. 11), before beginning the discussion. Leaders may also wish to utilize the BORN FREE Learning Strategy which was written for this videotape. It can be found in all three of the BORN FREE Training Packets.

Questions have been arranged topically to correspond with the material presented in each of the five segments of "Colleges as Influencers."

1) Nontraditional Career Choices: Facilitators and Inhibitors
2) Reentry and Nontraditional Students and Religious Influences
3) Confronting Changing Sex Roles in Higher Education
4) Impact of Changing Sex Roles on Faculty and Students
5) Implications for the Future

To stimulate interest, it may be helpful to share some of the questions with the audience prior to viewing the tape.

Segment I -- Nontraditional Career Choices: Facilitators and Inhibitors

1) What might be some differences between men and women in self-concept, sense of control, and educational opportunity that limit options, as Dr. Hansen suggests?

2) What were the implicit and explicit messages you received regarding your occupational choices? From where and whom did these messages come and what effects (facilitative/inhibitive) have they had on you?

3) Professor Chambers mentions that women pursuing an occupation like social work seem self-assured until they are faced with certain course options like math. How are men and women socialized to select certain course options, what are they, and what effects do these choices have on career direction? If women and men are limiting their occupational choices through narrow course choices, how might we, as educators, counselors, administrators, and parents, work to change these processes?

4) One male college student described how difficult it has been to pursue a degree in counseling psychology when the clear message

from his father was that a business degree was more acceptable. How do these expectations affect choices made by students? What can educational institutions do to expand options for students, given these external influences?

5) Place yourself for a moment in the shoes of Lowell Larson, the personnel manager whose son chose an occupation different from his own. How would you (or did you) react in a similar situation as a son, daughter, or student selected an occupation? Would you expect your opinion to count a lot, or should the job selection be left up to the individual concerned? What occupational choices would you not want your children or students to choose? Why? What are your reactions to the philosophical statement "If you're going to do it, do it right"?

6) Carol Hasegawa, the Asian student, speaks of the need to make contact with other Asian students. Why do you think she emphasized this need to connect? What unique problems does a woman or man from another culture face in her or his higher education experience? Are there services/programs available in your locale to meet the needs of Asians or other cultural groups? If not, what intervention might be employed to meet the needs of these groups?

7) Members of a woman's support group, led by Dr. Sandra Davis and composed of women from various disciplines and of various ages, speak of their similar and different educational experiences. What differences and/or similarities did you observe in the statements

made by Marge Brimi about chemical engineering and by the younger woman, Deb Fausch, about architecture? What are the advantages/ disadvantages of a support system for students who are pursuing non-traditional occupations? Is such a system necessary?

Segment II -- Reentry and Nontraditional Students and Religious Influences

8) Dr. Jeannette Piccard speaks of the unique stereotyping she experienced as an older student mistaken for an instructor. What are the problems which older returning or entering students must face? What are their special needs? What interventions would facilitate a positive educational experience and help alleviate our stereotypes of older students?

9) Marianne Sander, the college administrator who returned to graduate school, provides many insights. Would you describe her process of reentry (i.e., choice to return to graduate school, career decision, experience with a career counselor) as typical or atypical? If you or someone you know has experienced the entry/reentry process, what was experienced? How are the entry/reentry experiences for men and women similar? Different?

10) Upon completion of her graduate program, Marianne Sander was hired as the first female college administrator in the 100-year history of a small, private liberal arts college. What questions might

have arisen about her appointment? Why should such questions arise? Would similar questions of competency and sex be raised if a man were to assume a similar appointment under the same circumstances? The administrator also describes the "superwoman trap." What does she mean by that term? Do men experience similar pressures in such roles? How might changing sex roles affect the balance between work, home, and leisure-time activities for men and women?

11) Several comments are made concerning the influence of religious beliefs and attitudes toward changing sex roles and, in turn, the impact on career choices. What special concerns were mentioned? How do your personal values, beliefs, and attitudes affect your career choices? Those of your students/sons/daughters?

Segment III -- Confronting Changing Sex Roles in Higher Education

12) In the community college panel, a statement is made that more women than men are entering nontraditional areas. Why do you think this is occurring? What can instructors, counselors, administrators, and parents do to encourage men to enter nontraditional fields? What kinds of interventions might aid in this process?

13) Monica Manning believes that individual differences between men and women are a result of socialization, that they are not innate differences. To what extent do you agree or disagree? Why? What does the literature about sex differences say?

14) Monica Manning also mentions her awareness of the distinctions she makes when dealing with men and women students. What might these distinctions be? How would they impact students? Given that there are distinctions, how can they be identified and dealt with?

15) The ongoing support group appearing on the tape demonstrates one of the impacts changing sex roles are having on higher education: educators, counselors, and administrators are meeting to share their views and discuss sex-role issues. What other forms of intervention would be appropriate for your setting?

Segment IV -- Impact of Changing Sex Roles on Faculty and Students

16) In the last segment of the tape, several historians discuss the career aspirations of their students. They observe that, despite changing sex roles, students seem to continue to make stereotypic career choices (e.g., women go into social work, men into business). Why might these choices continue to occur?

17) Dr. Clarke Chambers says that society is "longing for changing sex roles." Do you agree/disagree? Why? What impact might changing sex roles have on the structure of educational institutions (i.e., admissions, financial assistance, advising, housing, course offerings, etc.)?

18) Dr. Chambers believes that as women look toward work they may experience frustration. What do you think he meant by that statement?

19) Dr. Gretchen Kreuter describes the careful selection of her adviser and her experience with securing assistantships. Are her reasons for careful choice valid today? Have affirmative action programs and other legal requirements expanded the options available to aspiring minority and female students?

20) Dr. Kreuter also mentions the number of women faculty members in "revolving door" positions. What was meant by that statement? Are women faculty members still placed in these positions? How is the experience of women and men in higher education similar or different? Why?

21) The "old boys' network" and nepotism rules are said to be things of the past. Do you agree or disagree? Why? In what ways does the "old boys' network" continue to operate in higher education?

Segment V -- Implications for the Future

22) Several people on the tape mention a need to move beyond talking about the issues, to action. How can faculty, administrator, and student awareness of career stereotyping be heightened? What action might be taken?

23) How might the structure of educational institutions be altered to accommodate changing sex roles and the subsequent impact on students and staff? How might the structure be changed to accommodate life choices of students and staff?

24) What might be the benefits to higher education institutions of equalized opportunities for men and women staff members? To students? To society at large?

Note to Leader

The above questions are intended as suggestions for the type of discussion which might evolve from viewing the videotape. They are too numerous and too diverse to be utilized in their entirety. They should, however, serve as an effective guide for discussion leaders who can select portions which are appropriate to the interests and needs of their specific audiences.

We have attempted to provide a wide variety of provocative questions which cover all possible issues and interests. We realize that individual discussion leaders may wish to add questions from a specific interest; concentrate on one issue and use only questions pertaining to that issue; or disregard the questions entirely and provide questions of their own. We believe that leaders should be flexible to the needs of their audiences and do whatever is most comfortable.

We would like to reemphasize the effectiveness of summarizing any discussion before ending. A brief summary of the opinions expressed by audience members is a good method of providing a sense of closure to the discussion.

We hope that the suggestions and questions in this Video Viewers' Guide are helpful to those people viewing the videotape. We remind you that returning the enclosed evaluation form will be appreciated. Thank you for your interest in Project BORN FREE, and for your assistance in furthering the BORN FREE goals -- to:

Build
Options,
Reasses
Norms,
and
Free
Roles through
Educational
Equity

VIDEOTAPE ABSTRACT

Videotape #8: "Colleges as Influencers"

Length: 29:04 minutes **Available on:** 3/4" color cassette

Distributor: Women's Educational Equity Act Program, Education Development Center, 55 Chapel Street, Newton, MA 02160 (617) 969-7100

Developers:

Dr. L. Sunny Hansen, Director
Project BORN FREE
139 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-0202

and

Phyllis Kragseth, Media Specialist
Project BORN FREE
240 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455
(612) 373-5558

The Project BORN FREE videotapes are a series of nine half-hour color programs in which a diverse group of people of different occupations, ages, backgrounds, and life styles talk about the expectations, socialization, choices, and changes in their lives. They discuss their life styles, the expectations placed upon them, and the effects of the conscious and nonconscious socialization process upon their aspirations, self-concepts, and career decisions.

Project BORN FREE, a training and development grant from the Women's Educational Equity Act Program, U.S. Office of Education, was designed to broaden the range of career opportunities for both women and men. It has created career development training materials for educators and parents that will help to reduce sex biases and stereotyping at all educational levels from kindergarten through college. The shortened title of the Project, BORN FREE, is an acronym that expresses exactly what the Project is about: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The tapes were developed in the Counseling and Student Personnel Psychology Program of the College of Education, University of Minnesota, with technical production by University Media Resources. Professor Hansen provides instructional narrative in all of the tapes.

The BORN FREE videotapes were developed concurrently with a set of three printed training packets--one each for educators at the elementary, secondary, and higher education/postsecondary levels. Each packet includes a review of the literature on career-related sex-role stereotyping at that developmental level and an extensive bibliography, in addition to the training strategies.

Synopsis of Tape #8: The college experience is not limited to young adults. As our technology advances rapidly, and people enter different life stages, some find retraining essential. Others attend classes for personal enrichment and enjoyment. Many adults find themselves being students throughout their lives, as they build their futures and cope with change. The woman or man who chooses a nontraditional field of study may find higher eudcation a lonely experience. And continuing to excel in a chosen nontraditional field will require great inner motivation to overcome criticism from families, friends, and even instructors and counselors.

In the segments in this videotape, (1) students and nontraditional career people talk about personal problems faced and overcome during their college experiences, (2) a reentry woman tells how she became a college vice-president, (3) a panel of community college educators discusses sex roles and career options in their institution, and (4) four history professors reflect on their own career socialization and discuss the importance of restructuring programs to enhance career options for both women and men.

People Interviewed for Tape #8 (in order of appearance):

Dr. Chet Oden, Jr., Human Relations Specialist
Lowell Larson, Personnel Manager
Carol Hasegawa, Counseling Student
Marjorie Brimi, Chemical Engineer
Deborah Fausch, Architecture Student
Camille Williams, Mech. Eng. Student
Carol Hasegawa, Counseling Student
Marjorie Brimi, Chemical Engineer
Deborah Fausch, Architecture Student
Dr. Jeannette Piccard, Episcopal Priest
Marianne Sander, College Vice-President
Gerry Perrin, Humanities Instructor
Monica Manning, Associate Dean for Human Services
Dr. Richard Sanders, Dean of College Services
Dr. Ian Gamsen, History Instructor
Dr. Winifred Bolin, History Professor
Dr. Gretchen Kreuter, History Professor

Producer: University Media Resources, Rarig Center, University of Minnesota, Arnold Walker, Executive Producer. Original music by "Cedar Lake Junction."
Video Viewers' Guide Coordinator: Dolores Dege Script and Photography: Shelly Heck

VIDEOTAPE EVALUATION FORM

Individuals who show the videotape should copy and complete this form for each showing, and send the completed forms to Project BORN FREE. This will assist Project staff in judging the effectiveness of the videotape content, in developing future materials, in further expanding the BORN FREE Network, and in fulfilling our need for audience feedback. Send the completed copies to: Dr. L. Sunny Hansen, Director, Project BORN FREE, 139 Burton Hall, University of Minnesota, Minneapolis, MN 55455.

Person Who Showed the Tape:

Name & Title_____ Institution_____

Address_____

Where did you learn about Project BORN FREE?_____

Viewing Audience:

Total Number_____ No. Males_____ No. Females_____

Circle appropriate identifier: Teachers Counselors Administrators Parents

Other_____ (Identify)

Where did you show the videotape?

Name of group_____

Location of showing_____

Was it part of a larger course, workshop, or conference? Yes or No_____

(If yes) Name of course, workshop, or conference_____

_____

Sponsored by_____

Is this a recurring event? Annual, biannual, semiannual, other_____

Purpose for Showing Tape:

Why did you choose a Project BORN FREE videotape?_____

_____

Why did you choose this particular tape from the series?_____

_____

What did you hope to teach or demonstrate by using this videotape?_____

_____

Did the tape satisfy your goal(s)? Why or why not?_____

_____

Audience Satisfaction:

The audience liked most about this tape:_____

_____

The audience liked least about this tape:_____

_____

Will you use Project BORN FREE materials again?_____

If yes, which videotape and/or other materials will you use, and where?_____

_____

REFERENCES

AVA-NVGA (American Vocational Association/National Vocational Guidance Association) Position paper on career development. National Vocational Guidance Association, Washington, DC, 1973.

Barna, L.M. Intercultural communication stumbling blocks. In Samovar, L., & Porter, R. (Eds.), Intercultural communication: A reader. (2nd Edition) Belmont, CA: Wadsworth Publishing Company, Inc., 1976, 291-298.

Hall, G.E. "Facilitating institutional change using the individual as the frame of reference." Paper presented at the Minneapolis Conference of the Dean's Projects, Minneapolis, MN, May, 1977.

Hansen, L.S., & Tennyson, W.W. A career management model for counselor involvement. Personnel and Guidance Journal, 1975, 53, 638-645.

Havelock, R. The change agent's guide to innovation in education. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

Mann, D. The politics of training teachers in schools. Teacher College Record, 1976, 77, 323-338.

May, R. The courage to create. New York, NY: W.W. Norton & Co., 1975.

Tennyson, W.W., Hansen, L.S., Klaurens, M., & Antholz, M. Educating for career development. St. Paul, MN: Minnesota Department of Education, 1975.

Suggested Readings

Bem, S.L. The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 1974, 42, 155-162.

Hansen, L.S. "BORN FREE: Reducing career-related sex-role stereotyping -- Staff development and change process." Paper presented at the American Psychological Association National Convention, San Francisco, CA, August 29, 1977.

Hansen, L.S., & Keierleber, D. BORN FREE: A collaborative consultation model for career development and sex-role stereotyping. Personnel and Guidance Journal, 1978, 56, 395-399.

The following Minnesota institutions and individuals have been formally or informally involved in the development of training materials and implementation of Project BORN FREE. There are many other parents, students, faculty and others who are too numerous to name, to whom we are grateful. Parentheses indicate first-year staff. Asterisks (*) indicate a contributor to development of learning strategies for the training packets.

FIELD SITE STAFF

Hopkins Schools
Dr. Frank Brendemuehl, Curriculum Director

Elementary: *Donna Anderson *(Marilyn Leaf)
Diane Bancroft
Cheri Fenstad
Nancy Nicholes
Junior High: *Evelyn Donald
Pat Douma
Rebecca Easley
*Bud Graham
Jon Rubin
Steve Steege
High School: Jan Davis *(Nancy Wangen)
*Gladys Neiman *(Jack Morris)
Roger Petersen
Vicky Weis
Chuck Zielin

St. Paul Schools
Dr. Virginia Flores, Counselor Supervisor
Sandy Johnson, Consultant
(Gloria Kumagai)
Elementary: Mary Lohman McElroy
Gary McRunnels
Ann Salek
Tom Snyder
Judy Vermeland
*Louise Locketz
*Juanita Morgan
Junior High: *William Bailey
*Sandra Krebsbach
Mary McCue
*Joan Sorenson
*Frank C. Thissen
High School: Marlene Rynard*(Bill Cavanaugh)
Bonita Burton*(Vaughn Koenig)
D. Bruce Robb
Mary Hafner

White Bear Lake Schools
Dr. Robert Ash, Asst. Supt. for Elementary
Dr. Tim Rummel, Principal, Mariner
Dr. Judy Cooper, Principal, Sunrise
Nancy Erickson, Affirm. Action Coordinator
Elementary: *Joan Binkowski
*Clare Hibbard
Carol Johnson
Lynn Paulson
Mary Ross
Junior High: Linda Day Anderson
Ellen Guy
*Kathy Kelly
*Jerri Poppe
David Viger

High School: David Jass *(Paul Brynell)
*Mary Olson
Donna Rotschafer

Lakewood Community College
Dr. Richard L. Sanders, Dean of Coll. Serv.
*Corrine Geiger
Jack Kapeller
Steven Kingsbury
*Pat Loving
Gerry Perrin

Normandale Community College
Dr. Bernard Raphael, Assoc. Dean of Instr.
Jim Buck *(Christine Hanson)
John P. Ellis
*David Grout
William McGuire
Marge Woodhouse

Special District 916 Vo-Tech School
Dr. Chris Schlegle, Dir. (Dr. Bill Knaak, Supt.)
*Dennis Belschner
Donna K. Boben
Connie Hinkle
Dorothy Melvin
*Brenda Moses Johnson

Augsburg College
*Marianne Sander, V.P. for Student Affairs
*(Beth Gama,*Janet Grant)
*Patricia Olsson (Dr. Richard Marken)
Judy Essman

College of Liberal Arts, U. of Minnesota
Carol Pazandak, Asst. Dean
Roger B. Page, Assoc. Dean
*Sheila B. Kimble *(Dr. Clarke Chambers)
Pamela Lewis John Giordano
Don Myrvik Dr. David Rosen
Nathan Smith

UNIVERSITY STAFF:
Dr. L. Sunny Hansen, Project Director
Beverly Mills-Novoa, Administrative Asst.
Gerri Perreault, Administrative Asst.
(Diane Johnson, Charlene Follett, Chet Oden, Level Coordinators)

Fred Krusemark
Sue Warsett
Dolores Dege
Barbara Lofgren
Linda Emery
Shelly Heck
Hope Young
*(Sue Hendrix)
(Jim Harper)
(Anne Boe)
(Dennis Keierleber)
(Deborah Carpenter)
(Jim Scharfer)
Phillip Penn
Phyllis Kragseth
Tim Hatfield
Doug Pelcak
Cathy Dingley
Keven Murphy
(Terri Teeson)
(Mary Ann Watt)
*(Paul Pedersen)
(Karen Nelson)
(Carol Brightman)
*(Linda Jones)

University Media Resources: Arnold Walker, Executive Producer; Scott Constans, Post Production Director

Counseling and Student Personnel Psychology
139 Burton Hall, 178 Pillsbury Dr. S.E.
University of Minnesota, Minneapolis,MN 55455
Phone: (612) 373-0202